



Out-of-School Time Enrichment Coach Technical Assistance

Request for Proposals (RFP)

FY2018: July 1, 2017 – June 30, 2018

This RFP is intended to solicit proposals from Out-of-School Time (OST) providers in Dallas, Polk, and Warren Counties for technical assistance with an OST Enrichment Coach. Proposals should be submitted at the site level. For additional information or for questions, please contact Michelle Rich at 515-237-0328 or mrich@sppg.com.

About the OST Initiative

The goal of the UWCI Out-of-School Time (OST) Initiative is to build and sustain the organizational and staff capacity of Central Iowa OST programs to provide high quality learning activities before school, after school and over the summer. The core work of the Initiative is to coordinate and share best practices identified through the activities of two enrichment coaches. This is done by: 1) pairing the coaches with OST programs seeking support to strengthen the quality of the programming they offer to children and youth before school, after school, and during the summer and providing intensive, on-site, one-on-one technical assistance (TA) throughout the year and over the summer; 2) identifying and/or developing resources for use by OST programs to strengthen practice; 3) developing frontline staff competency through training in addition to the coaches' intensive TA on site; and 4) convening a broader group of OST providers and partners as the Central Iowa OST Network to share best practices and professionally network. The OST Initiative maintains a website at www.ostinitiative.wikispaces.com.

What the Enrichment Coaches Have to Offer

Through one-on-one, on-site technical assistance, the enrichment coaches work with program leadership, frontline staff, and partners to implement best practices so that the enrichment offerings in OST programs are intentional learning opportunities. Enrichment encompasses a broad array of content areas: reading and writing, STEM, health, leadership, social/emotional learning (SEL) the arts, and physical activity and nutrition, to name just a few. The enrichment coaches work within a framework that includes focusing on quality activities, resources to support quality activities, frontline staff competency, partnership development, and data collection. All proposals should align with this framework.

UWCI OST Literacy Initiative

Evaluation Framework

Initiative Goal: Build and sustain the organizational and staff capacity of OST programs to provide high quality learning activities before school, after school and over the summer.				
Outcome	Not Evident	Minimal	Progressing	Satisfactory
1: Improved quality of activities ✓ Planned – there is forethought put into the activities so they are intentional learning opportunities, activities have a purpose or goal, there is lesson planning occurring ✓ Includes literacy – domains of language are present in most activities, there are opportunities for youth to listen, speak, read, write, and practice vocabulary ✓ Engaging – children and youth are on task, activities are interesting to them ✓ Scheduled – there is regular time set aside for activities across the day, week, and year ✓ Frequency – quality learning activities are happening often	<i>No evidence</i> that activities are of quality based on definition of planned, includes literacy, engaging, scheduled and frequency	Activities may be of quality, but these quality activities are <i>infrequent</i>	Quality activities are happening <i>more frequently</i>	Quality activities are happening a <i>majority of the time</i>
2. Improved quality of resources to support activities, including, but not limited to: ✓ Technology ✓ Books ✓ Curricula ✓ Materials The quality of resources is defined by quantity, appropriateness, and categorical diversity.	<i>No evidence</i> of quality resources to support quality activities based on the definition provided	The resources used for learning activities <i>do not meet the definition</i> provided in whole or part	The quality of resources (in any way based on the definition) are <i>improving</i>	The site <i>consistently</i> utilizes resources that are appropriate, diverse and of sufficient quantity to support high quality learning activities

<p>3: Improved staff competency to provide high quality activities</p> <ul style="list-style-type: none"> ✓ Motivated to learn and adapt strategies, willingness to work with the literacy coach ✓ Self-directed in planning and implementing strategies ✓ Creates and sustains an environment/atmosphere conducive to learning ✓ Maintains positive relationships with participants ✓ Provides high quality activities regularly 	<p><i>No evidence</i> of staff competency based on the definition provided</p>	<p>Staff exhibit either <i>one or two</i> of the indicators of competency, competency may be <i>inconsistent</i> among all staff</p>	<p>Staff are showing <i>growth</i> in competency</p>	<p><i>Consistently</i> across all staff at site, staff are <i>competent</i> based on the definition of motivated, self-directed, classroom management, positive relationships and frequently providing quality activities</p>
<p>4. Improved stakeholder collaborations to support quality programming. Stakeholders may include, but are not limited to:</p> <ul style="list-style-type: none"> ✓ Parents ✓ Peer organizations through the OST Network ✓ Schools ✓ Partners and other service providers 	<p><i>No evidence</i> of stakeholder collaborations</p>	<p>Stakeholder collaborations <i>do not fit the definition</i> in whole or part</p>	<p>Collaborations with any stakeholders are <i>improving</i></p>	<p>The site <i>consistently</i> engages and collaborates with all applicable stakeholders to support high quality learning activities</p>
<p>5. Improved use of participant data to inform quality activities and evaluate impact</p>	<p><i>No evidence</i> of use of participant data to inform activities or evaluate programming</p>	<p>Participant data is not effectively collected or is not effectively utilized for informing activities and/or evaluating program impact</p>	<p>Use of participant data to inform activities and evaluate impact is <i>happening more frequently</i></p>	<p>Site <i>consistently collects</i> and <i>utilizes</i> participant data to <i>inform</i> quality learning activities and <i>evaluate</i> program impact</p>

The coaches can help in a number of ways to create self-sustaining quality practices in programs. Proposals should focus on what services are best for the site according to needs identified by the Evaluation Framework. Goals can focus on a single service or up to three.

- Frontline staff training
- Parent involvement
- Lesson plan development
- Scheduling assistance
- Theme-based planning
- Social and emotional learning
- STEM
- Observation and observation feedback
- Literacy
- Classroom management
- Leadership
- Guidance on book or curricula selection
- Collection and use of data
- Connections to community resources
- Other services as needed by sites

OST Enrichment Coach Availability

Coaches are available based on individual schedules, but are generally available from 10:00 a.m. to 6:00 p.m. for technical assistance activities. The coaches will make themselves available, as possible, according to the needs of all sites and specific activities called for by each site.

Materials Fund

The OST Initiative provides for the purchase of materials as identified with the help of a coach. Such materials have included books, training materials, conference registration, and other activity resources. Sites working with an enrichment coach have access to this funding, but must identify the needed materials for purchase through coach technical assistance. Goals should be written without the assumption of the availability of funding.

Site and Program Commitment

Working with an enrichment coach requires the commitment of program and site leaders, as well as frontline staff, to make the most out of this opportunity. By agreeing to make a commitment to working with the coaches, programs and/or sites agree to the following:

- To invest the needed program and site leader and frontline staff time to be successful according to the goals set with the coach.
- To participate in at least two site/program leader meetings a year. These meetings are limited to those sites receiving intensive coach TA. These meetings are focused on sharing best practices among intensive TA sites.
- To participate, as possible, in Central Iowa OST Network meetings, scheduled quarterly throughout the year. These meetings are usually focused on a single topic each meeting and the sharing of best practices related to that topic among programs throughout Dallas, Polk, and Warren Counties.
- To commit to the sustainability of improvement and practices adopted or honed through work with an enrichment coach.